

St John's Church of England Primary School

Charlton Park, Keynsham, Bristol, BS31 2NB

Inspection dates 30 April – 1 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The drive and vision of the headteacher have had a considerable impact on pupils' achievement by creating an exciting learning environment where all pupils can thrive.
- Attainment at the end of Year 2 and Year 6 is well above average. A high number of pupils make better-than-expected progress over time.
- Disabled pupils and those who have special educational needs achieve highly and make progress in line with their peers in all areas of learning.
- The outstanding quality of teaching across the school starting from Reception, means that children get off to an excellent start and continue to thrive in both Key Stages 1 and 2 within a stimulating and inclusive environment.
- Teachers and teaching assistants plan lessons that are exciting and full of interest to capture pupils' enthusiasm.
- The headteacher and other leaders systematically check the quality of teaching and learning, obtaining an accurate view of strengths and areas to be developed further.
- The behaviour of all pupils is outstanding, both in and outside the classroom. Pupils work hard and show interest and concern for one another. They are very proud of the school and their achievements.
- The school pursues a highly effective, creative and imaginative approach to education that interests pupils greatly.
- Pupils' spiritual, moral, social and cultural development is at the heart of the school's success and underpins all of the school's strengths.
- Leaders and managers, including teachers responsible for key areas and the governing body, form a highly effective team with a clear plan for the school's future. Staff at the school fully support the headteacher and there is a strong team approach.
- Leaders and governors have brought about improvements in teaching and the achievement of pupils to maintain the school's high standards over time.
- The governors are knowledgeable, well informed and ask challenging questions as well as providing support.

Information about this inspection

- Inspectors observed 16 lessons or part lessons taught by 11 teachers and teaching assistants, of which nine were joint observations with the headteacher.
- Inspectors looked at the work in pupils' books and listened to pupils read from Year 2 and Year 6 and also held meetings with two groups of pupils. They used lunch and break times to talk to pupils around the school.
- Inspectors spoke to members of the governing body including the Chair of the Governing Body, members of the school management team, teachers with responsibility for key subjects and a representative of the local authority. These meetings included discussions about the analysis of performance information, records of monitoring of the quality of teaching, tracking pupils' progress as well as documents relating to safeguarding children.
- Inspectors met with parents and carers at the start of the school day.
- Consideration was given to the 57 responses to the online Parent View survey.
- Questionnaires were analysed from 21 staff.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Michael Buist

Additional Inspector

Full report

Information about this school

- St John's Church of England Primary School is a smaller-than-average sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils who are known to be eligible for free school meals or in care of the local authority, for which the school receives the pupil premium, is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs after-school provision and this was included in the inspection.
- The school has a number of awards including Artsmark, BECTA ICT accreditation, and many links formed with the local community.

What does the school need to do to improve further?

- Maintain pupils' high achievement, so that each pupil is able to reach their full potential, by making sure that:
 - all marking always tells pupils how well they are doing, gives advice on how to improve their work and allows time for pupils to follow up the improvements suggested.

Inspection judgements

The achievement of pupils

is outstanding

- Children join Reception with skills that are broadly in line for their age. They make better-than-expected progress because of the high-quality teaching. Teachers observe children carefully, moving them on quickly to the next stage of development. Children make rapid progress, especially in areas of communication, language and literacy and personal, social and emotional development.
- Pupils' exceptional progress is maintained in Years 1 and 2. Standards at the end of Key Stage 1 are well-above average, particularly in reading and mathematics, and rapidly improving in writing. The school's tracking information indicates that all current Year 2 pupils are on course to achieve expected progress or more by the end of the year.
- Pupils' exceptional progress is sustained throughout Years 3 to 6. The present Year 6 pupils are on track to reach similar high standards in English and mathematics to those of previous years.
- The inclusive approach of the school makes sure that disabled pupils and those who have special educational needs make outstanding progress and their attainment is above that of similar pupils nationally.
- The school uses its pupil premium funding to provide intensive individual and small-group support for pupils known to be eligible for free school meals. The success of this strategy means that there is no attainment gap between these pupils and the others in both English and mathematics. A sensitive approach helps pupils gain confidence in their own ability and promotes their learning well. Teachers create a stimulating learning environment and pupils use resources well to support their work. Work displayed in classrooms and corridors is of a high quality.
- Pupils enjoy reading and have a good understanding of phonics (letters and the sounds they make) and use their knowledge to read unfamiliar words. Pupils who read to inspectors were enthusiastic about reading and demonstrated excellent skills and understanding for their age. Reading records show pupils read regularly at home.
- Parents and carers who responded to Parent View were confident that their children make at least good progress at the school.

The quality of teaching

is outstanding

- Teachers have high expectations of all pupils. Teachers and teaching assistants know exactly what they want pupils to learn and show them how they will be successful. They check the learning and adapt activities throughout the lesson to make sure pupils have the right level of support and challenge to meet their individual targets.
- Excellent relationships and positive attitudes to learning mean that pupils reflect on how well they are doing and what they need to do to move forward in their learning.
- Teachers use links between different subject areas very successfully to make sure basic skills in English and mathematics are developed to the full. This was observed in a Year 4 lesson on the Vikings when children showed their understanding, some working independently, as well as having the chance to reflect on the challenge of producing a model of a Viking longhouse.
- The teachers and teaching assistants question pupils extremely well. This was particularly evident in a mathematics lesson for more-able pupils when each child had specific areas to work on to improve their knowledge, understanding and application of algebra.
- While marking is regular, it does not follow a set format. Marking does not always tell pupils how well they are doing, show pupils what the next steps in learning are, or give them time to respond to teachers' comments.

The behaviour and safety of pupils are outstanding

- Parents and carers, staff and pupils are all very positive about the behaviour in the school and the care and respect children have for each other. One child said, 'This school is like a family.'
- Pupils have a very positive attitude to learning. They want to do well and they appreciate the help they are given. They do not give up when the work is more difficult; instead they try harder.
- Inappropriate behaviour is rare and any poor behaviour is consistently managed. Pupils are polite, friendly and courteous to each other, teachers and visitors. This was particularly evident in a Year 6 lesson, when members of the local community joined in with the VE Day celebrations as part of the evaluation of the Second World War topic.
- Children feel very safe and know who to talk to if they have any concerns, for example about internet safety.
- Pupils are aware of what constitutes bullying and report that there is no bullying in the school.
- Pupils enjoy the opportunity to take on responsibility and this includes the pupil council and eco club.
- Pupils actively engage with fund-raising activities, some of which are coordinated by the pupil council.
- Attendance is above average and the school has very clear procedures to make sure that this is maintained.

The leadership and management are outstanding

- The relentless ambition of the senior leadership team, the governing body and drive of the highly effective headteacher have created an outstanding school, with opportunities for all pupils to succeed and enjoy their learning experiences.
- The headteacher and line managers regularly observe lessons, with detailed feedback to teachers to make sure that teaching is good or outstanding.
- Senior leaders and teachers track pupils' progress rigorously to find out how well they are achieving and to review the support they receive to suit their individual needs.
- The school's 'self-evaluation and school development plan' is accurate, with areas for further development to maintain standards. This document has been produced with the support of both the governing body and the local authority.
- The curriculum is vibrant, very well planned to meet the needs and interests of pupils and offers rich and varied opportunities to broaden their horizons within a secure learning environment. Pupils have access to a range of after-school activities such as drama. There is no exclusion of any pupil from any aspect of school life and discrimination of any kind is not tolerated.
- The promotion of pupils' spiritual, moral, social and cultural understanding is at the heart of the school, with evidence in all lessons, at break times and assemblies. During an assembly, pupils had the chance to consider their role within the school and wider world and the importance of 'doing the right thing and caring for others'.
- The pupil premium is used effectively to employ extra staff to implement specific interventions, leading to a positive impact on standards for those pupils. The school makes sure that all pupils have equality of opportunity.
- Parents and carers make a valuable contribution by supporting their children, as well as helping the school by giving time and supporting events.
- **The governance of the school:**
 - The governors are determined and ambitious for the school's continued success. The governing body provides a high level of challenge to the senior staff and governors are not afraid to ask searching questions about the effectiveness of the school, the community it serves and the achievement of pupils in relation to similar schools. Governors are well

informed and trained, understand external and internal tracking information and support school events. Governors are fully involved in contributing to the 'self-evaluation and school development plan'. They have a good understanding of how targets are set for teachers and the use of national Teachers' Standards and how they affect salary progression. They know what leaders are doing to reward good teaching and to tackle any underperformance. The governors keep a careful eye on the school's finances, including the use of pupil premium and the impact it has on pupils' progress. The governing body makes sure safeguarding procedures are robust. It checks that all requirements are fully met, and that the process for appointing staff is secure.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109197
Local authority	Bath and North East Somerset
Inspection number	412232

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Stephen M'Caw
Headteacher	Matthew Cottrell
Date of previous school inspection	30 April 2008
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